

East End Elementary

1125 East Cambridge Ave.
Greenwood, SC 29646

Grades	PK-5 Elementary School	
Enrollment	327 Students	
Principal	Mark Blackwell	864-941-5520
Superintendent	William P. Steed, Ed.D.	864-941-5400
Board Chair	Dru James	864-223-1878

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	62	20	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No

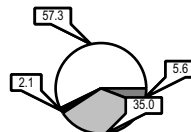
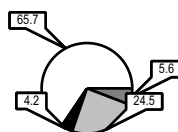
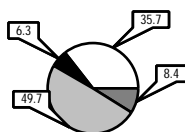
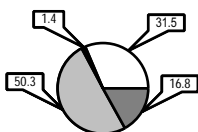
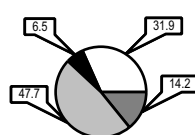
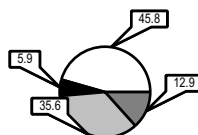
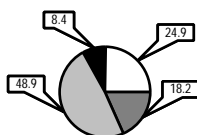
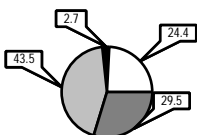
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	164	100.0	31.3	51.0	16.3	1.4	30.6	Yes	Yes
Gender									
Male	86	100.0	38.0	43.0	19.0	0.0	29.1		
Female	78	100.0	23.5	60.3	13.2	2.9	32.4		
Racial/Ethnic Group									
White	48	100.0	17.0	57.4	21.3	4.3	42.6	Yes	Yes
African American	103	100.0	37.8	50.0	12.2	0.0	22.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	122	100.0	22.7	54.5	20.9	1.8	36.4		
Disabled	42	100.0	56.8	40.5	2.7	0.0	13.5	I/S	Yes
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	162	100.0	31.0	51.0	16.6	1.4	31.0		
English Proficiency									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	153	100.0	30.2	52.5	15.8	1.4	30.2		
Socio-Economic Status									
Subsidized meals	118	100.0	35.9	55.3	8.7	0.0	23.3	Yes	Yes
Full-pay meals	46	100.0	20.5	40.9	34.1	4.5	47.7		

Mathematics – State Performance Objective = 36.7%									
All Students	164	100.0	36.7	48.3	8.2	6.8	29.3	Yes	Yes
Gender									
Male	86	100.0	41.8	43.0	7.6	7.6	32.9		
Female	78	100.0	30.9	54.4	8.8	5.9	25.0		
Racial/Ethnic Group									
White	48	100.0	21.3	53.2	12.8	12.8	44.7	Yes	Yes
African American	103	100.0	44.4	48.9	4.4	2.2	20.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	122	100.0	30.0	50.9	10.9	8.2	32.7		
Disabled	42	100.0	56.8	40.5	0.0	2.7	18.9	I/S	Yes
Migrant Status									
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	162	100.0	35.9	49.0	8.3	6.9	29.7		
English Proficiency									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	153	100.0	36.0	49.6	7.9	6.5	29.5		
Socio-Economic Status									
Subsidized meals	118	100.0	44.7	48.5	5.8	1.0	19.4	No	Yes
Full-pay meals	46	100.0	18.2	47.7	13.6	20.5	52.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	164	100.0	63.9	25.9	6.1	4.1	10.2
Gender							
Male	86	100.0	60.8	25.3	7.6	6.3	13.9
Female	78	100.0	67.6	26.5	4.4	1.5	5.9
Racial/Ethnic Group							
White	48	100.0	40.4	36.2	12.8	10.6	23.4
African American	103	100.0	76.7	21.1	1.1	1.1	2.2
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	122	100.0	60.9	26.4	7.3	5.5	12.7
Disabled	42	100.0	73.0	24.3	2.7	0.0	2.7
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	162	100.0	63.4	26.2	6.2	4.1	10.3
English Proficiency							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	153	100.0	63.3	26.6	5.8	4.3	10.1
Socio-Economic Status							
Subsidized meals	118	100.0	75.7	21.4	1.9	1.0	2.9
Full-pay meals	46	100.0	36.4	36.4	15.9	11.4	27.3

Social Studies							
All Students	164	100.0	56.5	35.4	6.1	2.0	8.2
Gender							
Male	86	100.0	57.0	32.9	6.3	3.8	10.1
Female	78	100.0	55.9	38.2	5.9	0.0	5.9
Racial/Ethnic Group							
White	48	100.0	46.8	38.3	8.5	6.4	14.9
African American	103	100.0	60.0	36.7	3.3	0.0	3.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	122	100.0	50.9	40.0	6.4	2.7	9.1
Disabled	42	100.0	73.0	21.6	5.4	0.0	5.4
Migrant Status							
Migrant	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	162	100.0	55.9	35.9	6.2	2.1	8.3
English Proficiency							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	153	100.0	54.7	36.7	6.5	2.2	8.6
Socio-Economic Status							
Subsidized meals	118	100.0	63.1	33.0	2.9	1.0	3.9
Full-pay meals	46	100.0	40.9	40.9	13.6	4.5	18.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	62	100.0	21.7	55.0	18.3	5.0	23.3
	4	65	95.4	21.8	52.7	25.5	N/A	25.5
	5	65	100.0	35.0	45.0	20.0	N/A	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	51	100.0	28.6	50.0	19.0	2.4	21.4
	4	56	100.0	34.0	48.0	16.0	2.0	18.0
	5	57	100.0	31.4	52.9	15.7	0.0	15.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	62	100.0	31.7	51.7	13.3	3.3	16.7
	4	65	96.9	23.2	50.0	16.1	10.7	26.8
	5	65	100.0	25.0	51.7	16.7	6.7	23.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	51	100.0	45.2	45.2	7.1	2.4	9.5
	4	56	100.0	32.0	54.0	6.0	8.0	14.0
	5	57	100.0	31.4	49.0	11.8	7.8	19.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	51	100.0	64.3	31.0	2.4	2.4	4.8
	4	56	100.0	66.0	22.0	10.0	2.0	12.0
	5	57	100.0	66.7	21.6	3.9	7.8	11.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	51	100.0	69.0	28.6	2.4	0.0	2.4
	4	56	100.0	54.0	40.0	6.0	0.0	6.0
	5	57	100.0	51.0	35.3	7.8	5.9	13.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 327)				
First graders who attended full-day kindergarten	100.0%	Up from 85.5%	100.0%	100.0%
Retention rate	5.5%	Up from 2.8%	3.6%	3.0%
Attendance rate	96.3%	Down from 96.9%	95.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.6%	Up from 4.3%	3.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.2%	Up from 3.2%	3.4%	3.2%
Eligible for gifted and talented	9.9%	Down from 11.2%	9.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.2%	Up from 9.9%	9.7%	8.2%
Older than usual for grade	2.4%	Down from 4.4%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	56.8%	Up from 35.5%	50.0%	52.6%
Continuing contract teachers	86.5%	Down from 93.5%	82.2%	83.3%
Highly qualified teachers	97.1%	Down from 100.0%	94.9%	93.5%
Teachers with emergency or provisional certificates	2.9%	Down from 3.4%	0.0%	0.0%
Teachers returning from previous year	75.5%	Down from 79.5%	85.7%	87.0%
Teacher attendance rate	94.8%	Up from 92.2%	94.8%	95.0%
Average teacher salary	\$40,046	Up 3.8%	\$41,103	\$41,703
Prof. development days/teacher	20.0 days	Up from 13.5 days	13.1 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 18.0 to 1	18.5 to 1	18.8 to 1
Prime instructional time	88.5%	Up from 86.8%	89.4%	89.8%
Dollars spent per pupil*	\$6,933	Down 4.9%	\$6,127	\$6,242
Percent of expenditures for teacher salaries*	57.7%	Down from 58.8%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	86.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year was a year of learning for the faculty and students at East End Elementary. The faculty worked very hard to meet the rigid requirements of the "No Child Left Behind" legislation. The teachers implemented new techniques to meet state standards. The students worked extremely hard to meet the challenges the teachers gave them.

East End teachers participated in classes, seminars, trainings, workshops, and conferences to enhance their instructional skills. All grade levels had common planning times. They worked together to examine all available data to ensure that instruction met individual student needs. We focused on "Closing the Achievement Gap," a balanced literacy program, and building data driven instruction. The teachers also received training in guided reading, graphic organizers, and team building.

The faculty focused on improving parent involvement in the school. Their efforts really paid off. We saw an increase in the number of parents/guardians attending our family reading nights, All-Stars, choral programs, and PTO meetings. The school had two groups selected to perform at "In The Spotlight." The community volunteer program helped our students perform better in all academic subjects.

The students were active throughout the year with community service projects. They operated our recycling program, supported the Humane Society, and raised money for "Pennies for Patients." The students also operated our news program and school store.

The staff is very proud of our school. We work to establish a solid educational foundation for developing responsible, productive students who can successfully manage life's challenges. Our students are exploring their futures.

Mark Blackwell, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	42	38
Percent satisfied with learning environment	100.0%	90.5%	84.2%
Percent satisfied with social and physical environment	94.4%	83.3%	75.0%
Percent satisfied with school-home relations	73.5%	90.5%	67.6%

*Only students at the highest elementary school grade level at this school and their parents were included.